

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

FISCAL YEAR 2000
APPLICATION FOR GRANTS
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

CFDA Number: 84.083

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Expire Date: December 31, 2001

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DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: February 14, 2000

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

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Women's Educational Equity Act Program
Application Package
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SECTION A

LETTER FROM THE ASSISTANT SECRETARY, OESE

TECHNICAL ASSISTANCE CONTACTS

Dear Applicant:

Thank you for your interest in the Women's Educational Equity Act (WEEA) Program. Included in this application booklet are the instructions and forms needed to submit a complete application to the U.S. Department of Education. This booklet includes information on funding available in fiscal year 2000, the selection criteria that will be used to evaluate both implementation and research and development applications, and a copy of the closing date notice which describes the invitational priority for implementation grants.

As part of a governmentwide effort to improve the performance and accountability of all Federal programs, the Government Performance and Results Act (GPRA) requires the development and use of performance indicators to set goals for program performance and to measure and report program results. The WEEA application requests information that is most important to the assessment of WEEA as required by GPRA.

Please note that the WEEA Program is not a student financial aid program. The program provides funds for projects designed (1) to promote gender equity in education in the United States; (2) to provide financial assistance to enable educational agencies and institutions to meet the requirements of Title IX of the Educational Amendments of 1972; and (3) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex and on race, ethnic origin, limited-English proficiency, disability, or age.

Applications must be received by the published closing date in order to be considered for funding under the WEEA program. We look forward to receiving your application and appreciate your efforts to promote excellence in American education through educational equity for girls and women.

Sincerely,

Michael Cohen

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SECTION B
APPLICATION NOTICE

4000-01-P

DEPARTMENT OF EDUCATION

(CFDA No.: 84.083A and B)

Women's Educational Equity Act Program (WEEA)

Notice inviting applications for new awards for fiscal year (FY) 2000.

PURPOSE OF PROGRAM: To promote gender equity in education; to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex and race, ethnic origin, limited English proficiency, disability or age; and to provide financial assistance to enable educational agencies to meet the requirements of title IX of the Education Amendments of 1972.

ELIGIBLE APPLICANTS: Public agencies, private nonprofit agencies, organizations, institutions, student groups, community groups, and individuals.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: February 14, 2000

NOTE: We must receive all applications on or before this date. This requirement takes exception to the Education Department General Administrative Regulations (EDGAR), 34 CFR 75.102. Under the Administrative Procedure Act (5 U.S.C. 553), the Department generally offers interested parties the opportunity to comment on proposed regulations. However, this exception to EDGAR makes procedural changes only and does not establish new substantive policy. Therefore, under 5 U.S.C 533 (b)(A), the Secretary has determined that proposed rulemaking is not required.

DEADLINE FOR INTERGOVERNMENTAL REVIEW: April 14, 2000

APPLICATIONS AVAILABLE: December 30, 1999

AVAILABLE FUNDS: \$906,883

ESTIMATED RANGE OF AWARDS: Implementation Grants: \$90,000- \$200,000; Research and Development Grants: \$75,000-\$150,000.

ESTIMATED AVERAGE SIZE OF AWARDS: Implementation Grants: \$145,000; Research and Development Grants: \$125,000.

ESTIMATED NUMBER OF AWARDS: Implementation Grants: 4-8; Research and Development Grants: 1

NOTE: The Department is not bound by any estimates in this notice.

PROJECT PERIOD: Up to 48 months. Funds available under this competition would be used for the first 12 months of a project.

APPLICABLE REGULATIONS: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99.

SUPPLEMENTARY INFORMATION: The Department will award two types of grants: (1) grants for the implementation of gender equity programs in schools; and (2) research and development grants to develop model equity programs. Examples of authorized activities under the program include--

Implementation Grants

(a) Assisting educational agencies and institutions to implement policies and practices to comply with title IX of the Education Amendments of 1972;

(b) Training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, in gender-equitable teaching and learning

practices;

(c) Leadership training for women and girls to develop professional and marketable skills to compete in the global marketplace, improve self-esteem, and benefit from exposure to positive role models;

(d) School-to-work transition programs, guidance and counseling activities, and other programs to increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter highly skilled, high-paying careers in which women and girls have been underrepresented;

(e) Enhancing educational and career opportunities for those women and girls who suffer multiple forms of discrimination, based on sex and on race, ethnic origin, limited-English proficiency, disability, socioeconomic status, or age;

(f) Assisting pregnant students and students rearing children to remain in or to return to secondary school, graduate, and prepare their preschool children to start school;

(g) Evaluating exemplary model programs to assess the ability of such programs to advance educational equity for women and girls;

(h) Introduction into the classroom of textbooks, curricula, and other materials designed to achieve equity for women and girls;

(i) Programs and policies to address sexual harassment and violence against women and girls and to ensure that educational institutions are free from threats to the safety of students and personnel;

(j) Nondiscriminatory tests of aptitude and achievement and of alternative assessments

that eliminate biased assessment instruments from use;

(k) Programs to increase educational opportunities, including higher education, vocational training, and other educational programs for low-income women, including underemployed and unemployed women, and women receiving Aid to Families with Dependent Children benefits;

(l) Programs to improve representation of women in educational administration at all levels; and

(m) Planning, development, and initial implementation of--

(1) Comprehensive institution- or districtwide evaluation to assess the presence or absence of gender equity in educational settings;

(2) Comprehensive plans for implementation of equity programs in State and local educational agencies and institutions of higher education, including community colleges; and

(3) Innovative approaches to school-community partnerships for educational equity.

Research and Development Activities

- (a) Research and development of innovative strategies and model training programs for teachers and other education personnel;
- (b) The development of high-quality and challenging assessment instruments that are nondiscriminatory;
- (c) The development and evaluation of model curricula, textbooks, software, and other educational materials to ensure the absence of gender stereotyping and bias;
- (d) The development of instruments and procedures that employ new and innovative strategies to assess whether diverse educational settings are gender equitable;
- (e) The development of instruments and strategies for evaluation, dissemination, and replication of promising or exemplary programs designed to assist local educational agencies in integrating gender equity in their educational policies and practices;
- (f) Updating high-quality educational materials previously developed through Women's Educational Equity Act (WEEA) grants;
- (g) The development of policies and programs to address and prevent sexual harassment and violence to ensure that educational institutions are free from threats to safety of students and personnel;
- (h) The development and improvement of programs and activities to increase opportunity for women, including continuing educational activities, vocational education, and programs for low-income women, including underemployed and unemployed women, and women receiving Aid to Families with Dependent Children; and

(i) The development of guidance and counseling activities, including career education programs, designed to ensure gender equity.

PRIORITY FOR IMPLEMENTATION GRANTS:

Under 34 CFR 75.105(b) and (c), the Secretary gives a competitive preference to applications that meet the following priority found in 20 U.S.C. 7235(b) by awarding bonus points depending on the extent to which the applicant meets the priority:

Projects submitted by applicants that have not received assistance under the WEEA Program (5 points).

INVITATIONAL PRIORITY FOR IMPLEMENTATION GRANTS:

Under 34 CFR 75.105(b) and (c), the Secretary invites and encourages applications that meet the following invitational priority for implementation grants: Projects that develop and implement programs which will promote gender equity in the math and science areas, including projects that promote equity in math and science for women and girls who suffer from multiple forms of discrimination based on sex and race, ethnic origin, limited English proficiency, disability or age. The Secretary is particularly interested in applications that meet this priority. However, an application that meets this invitational priority does not receive competitive or absolute preference over other applications.

Selection Criteria for Implementation Grants: The Secretary evaluates applications for implementation grants on the basis of the following criteria which are taken either from the statute or from 34 CFR 75.210. The maximum possible score for each criterion is indicated in parentheses with the criterion. The Secretary awards up to 100 points for all of the criteria.

(a) Effectively achieving the purposes of WEEA. (20 points).

Under 34 CFR 75.209 and 20 U.S.C. 7235(a), the Secretary reviews each application to determine how well the project will effectively achieve the purposes of the WEEA Program.

Note: Applicants should consider the following statutory provisions when responding to this criterion. Under 20 U.S.C. 7232, the purpose of the WEEA program is: (a) to promote gender equity in education in the United States; (b) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and (c) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited-English proficiency, disability, or age.

(b) Project as a component of a comprehensive plan. (5 points).

Under 34 CFR 75.209 and 20 U.S.C. 7235(a)(2)(C), the Secretary reviews each application to determine the extent to which the project is a significant component of a comprehensive plan for educational equity and compliance with title IX of the Educational Amendments of 1972 in the particular school district, institution of higher education, vocational-technical institution, or other educational agency or institution.

(c) Implementing an institutional change strategy. (5 points).

Under 34 CFR 75.209 and 20 U.S.C. 7235(a)(2)(D), the Secretary reviews each application to determine the extent to which the project implements an institutional change strategy with long-term impact that will continue as a central activity of the applicant after the WEEA grant has been terminated.

(d) Need for project. (10 points). (1) The Secretary considers the need for the proposed project.

(2) In determining the need for the proposed project, the Secretary considers the following factors:

(i) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

(ii) The extent to which the proposed project will enhance educational and career opportunities for those women and girls who suffer forms of discrimination, based on sex and race, ethnic origin, limited English-proficiency, disability, and socioeconomic status, or age.

(e) Significance. (5 points). (1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(ii) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

(iii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in employment, independent living services, or both, as appropriate.

(f) Quality of the project design. (15 points). (1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the

proposed project, the Secretary considers the following factors:

- (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (ii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(g) Quality of project services. (10 points). (1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(ii) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

(h) Quality of project personnel. (5 points). (1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the

Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of the project director or principal investigator.

(ii) The qualifications, including relevant training and experience, of key project personnel.

(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(i) Adequacy of resources. (5 points). (1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(ii) The extent to which the budget is adequate to support the proposed project.

(j) Quality of the management plan. (10 points). (1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

(k) Quality of the project evaluation. (10 points). (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Note: Applicants should consider the following statutory provision when responding to this criterion. Under 20 U.S.C. 7234 (1), applicants for WEEA funds are required to set forth policies and procedures that will ensure a comprehensive evaluation of the grant activities, including an evaluation of the practices, policies, and materials used by the applicant and an evaluation or estimate of the continued significance of the work of the project following completion of the award period.

PRIORITY FOR RESEARCH AND DEVELOPMENT GRANTS:

Under 34 CFR 75.105(b) and (c), the Secretary gives a competitive preference to applications that meet the following priority found in 20 U.S.C. 7235(b) by awarding bonus points depending on the extent to which the applicant meets the priority:

Projects submitted by applicants that have not received assistance under the WEEA Program (5 points).

Selection Criteria for Research and Development Grants: The Secretary evaluates applications for research and development grants on the basis of the following criteria which are taken either from the statute or from 34 CFR 75.210. The maximum possible score for each criterion is indicated in parentheses with the criterion. The Secretary awards up to 100 points for all of the criteria.

(a) Effectively achieving the purposes of WEEA. (20 points)

Under 34 CFR 75.209 and 20 U.S.C. 7235(a), the Secretary reviews each application to determine how well the project will effectively achieve the purposes of the WEEA Program.

Note: Applicants should consider the following statutory provisions when responding to this criterion. Under 20 U.S.C. 7232, the purpose of the WEEA program is: (a) to promote

gender equity in education in the United States; (b) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and (c) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited-English proficiency, disability, or age.

(b) Addressing multiple discrimination. (5 points)

Under 34 CFR 75.209 and 20 U.S.C. 7235(a)(2)(A), the Secretary reviews each application to determine the quality of the applicant's plan for addressing the needs of women and girls of color and women and girls with disabilities.

(c) Need for project. (10 points). (1) The Secretary considers the need for the proposed project.

(2) In determining the need for the proposed project, the Secretary considers the following factors:

- (i) The magnitude or severity of the problem to be addressed by the proposed project.
- (ii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(d) Significance. (10 points). (1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

- (i) The national significance of the proposed project.

(ii) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(iii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(e) Quality of the project design. (20 points). (1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(ii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(iv) The quality of methodology to be employed in the proposed project.

(f) Quality of project personnel. (10 points). (1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of the project director or principal investigator.

(ii) The qualifications, including relevant training and experience, of key project personnel.

(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(g) Adequacy of resources. (5 points). (1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(ii) The extent to which the budget is adequate to support the proposed project.

(h) Quality of the management plan. (10 points). (1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

(i) Quality of the project evaluation. (10 points). (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Note: Applicants should consider the following statutory provision when responding to this criterion. Under 20 U.S.C. 7234 (1), applicants for WEEA funds are required to set forth policies and procedures that will ensure a comprehensive evaluation of the grant activities, including an evaluation of the practices, policies, and materials used by the applicant and an

evaluation or estimate of the continued significance of the work of the project following completion of the award period.

FOR INFORMATION CONTACT: Edith Harvey, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E106, Washington, D.C. 20202-6140. Telephone (202) 260-1393.

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

Individuals with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

Individuals with disabilities may obtain a copy of the application package in an alternate format, also, by contacting that person. However, the Department is not able to reproduce in an alternate format the standard forms included in the application package.

FOR APPLICATIONS CONTACT: Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. FAX (301) 470-1244.

Individuals who use a telecommunications device for the deaf (TDD) may call (toll free): 1-877-576-7734. You may also contact ED Pubs via its Web site

(<http://www.ed.gov/pubs/edpubs.html>) or its E-mail address (edpubs@inet.ed.gov).

Note: The official application notice for a discretionary grant competition is the notice published in the Federal Register.

Electronic Access to this Document:

You may view this document, as well as other Department of Education documents published in the Federal Register, in text or portable document format (PDF) on the Internet at either of the following sites:

<http://ocfo.ed.gov/fedreg.htm>

<http://www.ed.gov/news.html>

To use the PDF you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have questions about using the PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC., area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GOP Access at:

<http://www.access.gpo/nara/index.html>

PROGRAM AUTHORITY: 20 U.S.C. 7231-7238.

Dated:

Michael Cohen,
Assistant Secretary for
Elementary and Secondary Education.

SECTION C

PROGRAM STATUTE

TITLE IX PROHIBITION OF SEX DISCRIMINATION

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED

"PART B--WOMEN'S EDUCATIONAL EQUITY

"SEC. 5201. SHORT TITLE; FINDINGS.

-(a) Short Title. --This part may be cited as the 'Women's Educational Equity Act of 1994'.

-(b) Findings.--The Congress finds that-

- (1) since the enactment of title IX of the Education Amendments of 1972, women and girls have made strides in educational achievement and in their ability to avail themselves of educational opportunities;
- (2) because of funding provided under the Women's Educational Equity Act, more curricula, training, and other educational materials concerning educational equity for women and girls are available for national dissemination;
- (3) teaching and learning practices in the United States are frequently inequitable as such practices relate to women and girls, for example-

- (A) sexual harassment, particularly that experienced by girls, undermines the ability of schools to provide a safe and equitable learning or workplace environment;

- (B) classroom textbooks and other educational materials do not sufficiently reflect the experiences, achievements, or concerns of women and, in most cases, are not written by women or persons of color;

- (C) girls do not take as many mathematics and science courses as boys, girls lose confidence in their mathematics and science ability as girls move through adolescence, and there are few women role models in the sciences; and

- " (D) pregnant and parenting teenagers are at high risk for dropping out of school and existing dropout prevention programs do not adequately address the needs of such teenagers;

- (4) efforts to improve the quality of public education also must include efforts to ensure equal access to quality education programs for all women and girls;

- (5) Federal support should address not only research and development of innovative model curricula and teaching and learning strategies to promote gender equity, but should also assist schools and local communities implement gender equitable practices;

- (6) Federal assistance for gender equity must be tied to systemic **reform, involve** collaborative efforts to implement effective gender practices at the local level, and encourage parental participation; and

- (7) excellence in education, high educational achievements and standards, and the full participation of women and girls in American society, cannot be achieved without educational equity for women and girls.

"SEC. 5202. STATEMENT OF PURPOSES.

"It is the purpose of this part-

- (1) to promote gender equity in education in the United States;

- (2) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and

- (3) to promote 'equity in education for women and girls **who suffer from multiple forms** of discrimination based on sex, race, ethnic origin, limited-English proficiency, disability, or age.

"SEC. 5203. PROGRAMS AUTHORIZED.

(a) In **General**.--The Secretary is authorized-

- "(1) to promote, coordinate, and evaluate gender equity policies, programs, activities and initiatives in all Federal education programs and offices;
- "(2) to develop, maintain, and disseminate materials, resources, analyses, and research relating to education equity for women and girls;
- (3) to provide **information** and technical assistance to assure the effective implementation of gender equity programs;
- (4) to coordinate gender equity programs and activities with other Federal agencies with jurisdiction over education and related programs;
- "(5) to assist the Assistant Secretary of the Office of Educational Research and Improvement in identifying research priorities related to education equity for women and girls; and
- "(6) to perform any other activities consistent with achieving the purposes of this part.

-(b) Grants Authorized.-

- (1) In **general**.--The Secretary is authorized to make grants to, and enter into contracts and cooperative agreements with, public agencies, private nonprofit agencies, organizations, institutions, student groups, community groups, and individuals, for a period not to exceed four years, to-

- (A) provide grants to develop model equity programs; and
- (B) provide funds for the implementation of equity programs in schools throughout the Nation.

- "(2) Support and technical **assistance**.--To achieve the purposes of this part, the Secretary is authorized to provide support and technical assistance-

- (A) to implement effective gender-equity policies and programs at all educational levels, including-
 - (i) assisting educational agencies and institutions to implement policies and practices to comply with title **IX** of the Education Amendments of 1972;
 - (ii) training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, in gender equitable teaching and learning practices;
 - (iii) leadership training for women and girls to develop professional and marketable skills to compete in the global marketplace, improve self-esteem, and benefit from exposure to positive role models;
 - (iv) **school-to-work** transition programs, guidance and counseling activities, and other programs to increase opportunities for women **and girls to enter a technologically** demanding workplace and, in particular, to enter highly skilled, high paying careers in which women and girls have been **underrepresented**;
 - (v) enhancing educational and career opportunities for those women and girls who suffer multiple forms of discrimination, based on sex and on race, ethnic origin, limited-English proficiency, disability, socioeconomic status, or age;
 - (vi) assisting pregnant students and students rearing children to remain in or to return to secondary school, graduate, and prepare their preschool children to start school;
 - (vii) evaluating exemplary model programs to assess the ability of such programs to advance educational equity for women and girls;
 - (viii) introduction into the classroom of textbooks, **curricula, and other materials designed** to achieve equity for women and girls;
 - (ix) programs and policies to address sexual **harassment and violence against**

women and girls and to ensure that educational institutions are free from threats to the safety of students and personnel;

-(x) nondiscriminatory tests of aptitude and achievement **and of alternative** assessments that eliminate biased assessment instruments from use;

-(xi) programs to increase educational opportunities, including higher education, vocational training, and other educational programs for low-income women, including underemployed and unemployed women, and women receiving Aid to Families with Dependent Children benefits;

-(xii) programs to improve representation of women in educational administration at all levels; and

planning, development and initial implementation of-

- (I) comprehensive institution- or **districtwide** evaluation to assess the presence or absence of gender equity in educational settings;

- (II) comprehensive plans for implementation of equity programs in State and local educational agencies and institutions of higher education; including community colleges; and

-(III) innovative approaches to school-community partnerships for educational equity.

-(B) for research and **development**, which shall be coordinated with each of the research institutes of the Office of Educational Research and Improvement to avoid duplication of research efforts, designed to advance gender equity nationwide and to help make policies and practices in educational agencies and institutions, and local communities, gender equitable, including-

-(i) research and development of innovative strategies and model training programs for teachers and other education personnel;

-(ii) the development of high quality and challenging assessment instruments that are nondiscriminatory;

-(iii) the development and evaluation of model curricula, textbooks, software, and other educational materials to ensure the absence of gender stereotyping and bias;

-(iv) the development of instruments and procedures that employ new and innovative strategies to assess whether diverse educational settings are gender equitable;

-(v) the development of instruments and strategies for evaluation, dissemination, and replication of promising or exemplary programs designed to assist local educational agencies in integrating gender equity in their educational policies and practices;

-(vi) updating high quality educational materials previously developed through awards made under this part;

-(vii) the development of policies and programs to address and prevent sexual harassment and violence to ensure that educational institutions are free from threats to safety of students and personnel;

-(viii) the development and improvement of programs and activities to increase opportunity for women, including continuing educational activities, vocational education, and programs for low-income women, including underemployed and unemployed women, and women receiving Aid to Families with Dependent Children; and

-(ix) the development of guidance and counseling activities, including career education programs, designed to ensure gender equity.

"SEC. 5204. APPLICATIONS.

"An application under this part shall-

- (1) set forth policies and procedures that will **ensure a comprehensive evaluation of the** activities assisted under this part, **including an evaluation of the practices, policies~** and materials used by the applicant and an evaluation or estimate of the **continued significance of** the work of the project following completion of the award period;
- "(2) where appropriate, demonstrate how funds received under this part will be used to promote the attainment of one or more of the National Education Goals;
- "(3) demonstrate how the applicant will address perceptions of gender **roles based on cultural** differences or stereotypes;
- (4) where appropriate, describe how funds under this part will be used in a manner that is consistent with programs under the **School-to-Work** Opportunities Act of 1994;
- "(5) for applications for assistance under section **5203(b)(1)**, demonstrate how the applicant **will** foster partnerships and, where applicable, share resources with State educational agencies, local educational agencies, institutions of higher education, community-based organizations (including organizations serving women), parent, teacher, and student groups, businesses or other recipients of Federal educational funding which may include State literacy resource centers';
- "(6) for applications for assistance under section **5203(b)(1)**, demonstrate how parental involvement in the project will be encouraged; and
- " (7) for applications for assistance under section **5203(b)(1)**, describe plans for continuation of the activities assisted under this part with local support following completion of the grant period and termination of Federal support under this part.

"SEC. 5205. CRITERIA AND PRIORITIES.

(a) Criteria and Priorities.--

" (1) In general. --The Secretary shall establish separate criteria and priorities for awards under paragraphs (1) and (2) of section **5203(b)** to ensure that funds under this part are used for programs that most effectively will achieve the purposes of this part.

" (2) **Criteria.--The** criteria described in subsection (a) may include the extent to which the activities assisted under this part-

-(A) address the needs of women and girls of color and women and girls with disabilities;

" (B) meet locally defined and documented educational equity needs and priorities, including compliance with title **IX** of the Education Amendments of 1972;

" (C) are a significant component of a comprehensive plan for educational equity and compliance with title **IX** of the Education Amendments of 1972 in the particular school district, institution of higher education, vocational -technical institution, or other educational agency or institution; and

" (D) implement an institutional change strategy with long-term impact that will continue as a central activity of the applicant after the grant under this part has terminated.

(b) **Priorities.--In** approving applications under this part, the Secretary may give special consideration to applications-

-(1) submitted by applicants that have not received assistance under this part or under part **C** of title **IX** of this Act (as such part was in effect on October 1, 1988);

-(2) for projects that will contribute significantly **to directly improving teaching and learning** practices in the local community; and

(3) for projects that will-

-(A) provide for a comprehensive approach to enhancing gender equity in educational institutions and agencies;

"(B) draw on a variety of resources, including the resources of local educational agencies, community-based organizations, institutions of higher education, and private organizations;

-(C) implement a strategy with long-term impact that will continue as a central activity of the applicant after the grant under this part has terminated;

"(D) address issues of national significance that can be duplicated; and

"(E) address the educational needs of women and girls who suffer multiple or compound discrimination based on sex and on race, ethnic origin, disability, or age.

(c) Special Rule.--To the extent feasible, the Secretary shall ensure that grants awarded under this part for each fiscal year address-

- (1) all levels of education, **including preschool, elementary and secondary education, higher education, vocational education, and adult education;**

"(2) all regions of the United States; and

"(3) urban, rural, and suburban **educational institutions.**

"(d) Coordination. --Research activities supported under this part-

- (1) shall be carried out in consultation with the Office of Educational Research and Improvement to ensure that such activities are coordinated with and enhance the research and development activities supported by the Office; and

-(2) may include collaborative research activities which are jointly funded and carried out with the Office of Educational Research and Improvement.

-(e) Limitation. --Nothing in this part shall be construed as prohibiting men and boys from participating in any programs or activities assisted with funds under this part.

"SEC. 5206. REPORT.

-The Secretary, not later than January 1, 1999, shall submit to the President and the Congress a report on the status of educational equity for girls and women in the Nation.

"SEC. 5207. ADMINISTRATION.

-(a) Evaluation and Dissemination. --The Secretary shall evaluate in accordance with section 14701, and disseminate, materials and programs developed under this part and shall report to the Congress regarding such evaluation materials and programs not later than January 1, 1998.

-(b) Program Operations. --The Secretary shall ensure that the activities assisted under this part are administered within the Department by a person who has recognized professional qualifications and experience in the field of gender equity education.

"SEC. 5208. AUTHORIZATION OF APPROPRIATIONS.

"For the purpose of carrying out this part, there are authorized to be appropriated \$5,000,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years, of which not less than two-thirds of the amount appropriated under this section for each fiscal year shall be available to carry out the activities described in section 5203(b)(1).

TITLE IX-PROHIBITION OF SEX DISCRIMINATION

SEX DISCRIMINATION PROHIBITED

Sec. 901. (a) No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, except that:

(1) in regard to admissions to educational institutions, this section shall apply only to institutions of vocational education, professional education, and graduate higher education, and to public institutions of undergraduate higher education;

(2) in regard to admissions to educational institutions, this section shall not apply (A) for one year from the date of enactment of this Act, nor for six years after such date in the case of an educational institution which has begun the process of changing from being an institution which admits only students of one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education or (B) for seven years from the date an educational institution begins the process of changing from being an institution which admits only students of only one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education, whichever is the later,

(3) this section shall not apply to an educational institution which is controlled by a religious organization if the application of this subsection would not be consistent with religious tenets of such organization;

(4) this section shall not apply to an educational institution whose primary purpose is the training of individuals for the military services of the United States, or the merchant marine;

(5) in regard to admissions this section shall not apply to any public institution of undergraduate higher education which is an institution that traditionally and continually from its establishment has had a policy of admitting only students of one sex;

(6) this section shall not apply to membership practices--

(A) of a social fraternity or social sorority which is exempt from taxation under section 501(a) of the Internal Revenue Code of 1954, the active membership of which consists primarily of students in attendance at an institution of higher education, or

(B) of the Young Men's Christian Association, Young Women's Christian Association, Girl Scouts, Boy Scouts, Camp Fire Girls, and voluntary youth service organizations which are so exempt, the membership of which has traditionally been limited to persons of one sex and principally to persons of less than nineteen years of age;

(7) this section shall not apply to--

(A) any program or activity of the American Legion undertaken in connection with the organization or operation of any Boys State conference, Boys Nation conference, Girls State conference, or Girls Nation conference; or

(B) any program or activity of any secondary school or educational institution

specifically for-

(i) the promotion of any Boys State conference, Boys Nation conference, Girls State conference, or Girls Nation conferences, or

(ii) the selection of students to attend any such conference;

(8) this section shall not preclude father-son or mother-daughter activities at an educational institution, but if such activities are provided for students of one sex, opportunities for reasonably comparable activities shall be provided for students of the other sex; and

(9) this section shall not apply with respect to any scholarship or other financial assistance awarded by an institution of higher education to any individual because such individual has received such award in any pageant in which the attainment of such award is based upon a combination of factors related to the personal appearance, poise, and talent of such individual and in which participation is limited to individuals of one sex only, so long as such pageant is in compliance with other non-discrimination provisions of Federal law.

(b) Nothing contained in subsection (a) of this section shall be interpreted to require any educational institution to grant preferential or disparate treatment to the members of one sex on account of an imbalance which may exist with respect to the total number or percentage of persons of that sex participating in or receiving the benefits of any federally supported program or activity, in comparison with the total number or percentage of persons of that sex in any community, State, section, or other area: *Provided*, That this subsection shall not be construed to prevent the consideration in any hearing or proceeding under this title of statistical evidence tending to show that such an imbalance exists with respect to the participation in, or receipt of the benefits of, any such program or activity by the members of one sex.

(c) For purposes of this title an educational institution means any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or department which are administratively separate units, such term means each such school, college, or department.

FEDERAL ADMINISTRATIVE ENFORCEMENT

Sec. 902. Each Federal department and agency which is empowered to extend Federal financial assistance to any education program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 901 with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of this statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be affected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a

finding has been made, and shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found, or (2) by any other means authorized by law: *Provided*, however, That no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to grant or continue, assistance because of failure to comply with a requirement imposed pursuant to this section, the head of the Federal department or agency shall file with the committees of the House of Senate having legislative jurisdiction over the program or activity involved a full written report of the circumstances and the grounds for such action. No such action shall become effective until thirty days have elapsed after the filing of such report.

JUDICIAL REVIEW

Sec. 903. Any department or agency action taken pursuant to section 1002 shall be subject to such judicial review as may otherwise be provided by law for similar action taken by such department or agency on other grounds. In the case of action, not otherwise subject to judicial review, terminating or refusing to grant or to continue financial assistance upon a finding of failure to comply with any requirement imposed pursuant to section 902, any person aggrieved (including any State or political subdivision thereof and any agency of either) may obtain judicial review of such action in accordance with chapter 7 of title 5, United States Code, and such action shall not be deemed committed to unreviewable agency discretion within the meaning of section 701 of that title.

PROHIBITION AGAINST DISCRIMINATION AGAINST THE BLIND

Sec. 904. No person in the United States shall, on the ground of blindness or severely impaired vision, be denied admission in any course of study by a recipient of Federal financial assistance for any educational program or activity, but nothing herein shall be construed to require any such institution to provide any special services to such person because of his blindness or visual impairment.

EFFECT ON OTHER LAWS

Sec. 905. Nothing in this title shall add to or detract from any existing authority with respect to any program or activity under which Federal financial assistance is extended by way of a contract of insurance or guaranty.

AMENDMENTS TO OTHER LAWS

Sec. 906. [Makes conforming amendments to other provisions of law]

INTERPRETATION WITH RESPECT TO LIVING FACILITIES

Sec. 907. Notwithstanding anything to the contrary contained in this title, nothing contained herein shall be construed to prohibit any educational institution receiving funds under this Act, from maintaining separate living facilities for the different sexes.

SECTION D

APPLICATION INSTRUCTIONS AND FORMS

General Instructions
Selection Sheet
SF 424 Instructions
Assurances and Certifications
ED Form 524 and Instruction
Program Narrative Instructions
Selection Criteria
Performance Indicators
Duns Number Instructions
Application Requirements

GENERAL INSTRUCTIONS

APPLICATION ORDER

It is recommended that your application be organized in the following manner and include the following parts:

Selection Sheet

An applicant must submit a Selection Sheet indicating which category they are applying under: (1) implementation grant or (2) research and development grant. A single application can only be submitted under one category. In other words, an applicant should not try to write an application that is both implementation and research and development. However, an applicant may submit a separate application for each category (i.e., submit both an implementation grant to be read in the implementation category and a research and development grant to be read in that category). The Selection Sheet should serve as page one of the applications.

Part 1: Project Abstract

A 1-2-page abstract describing the proposed project, including the objectives and educational outcomes for girls and women served by the project *is highly recommended*.

Part 11: Application for Federal Assistance (Standard Form 424 (Rev. 4-88))

This part of your application consists of the standard application face page on which you provide basis-identifying **information** about the applicant and the application. Specific instructions for completing this form are located on the back of the **form**.

Part III: Assurances and Certifications

Be certain to include all assurances and certifications, and sign each form in the appropriate place. The assurances and certifications included in this package are:

- Assurances - Non-construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace **Requirements**

Part IV: Budget Form and Information (Standard Form 524)

This part of your application contains **information** about the Federal funding you are requesting. Remember that you must provide complete budget information for each of the years (1-4) of the proposed project. Specific instructions for completing the budget forms and information immediately follow the form. Remember that *Section C* requires an itemized budget breakdown by project year and requests other explanations or comments deemed necessary.

Part V: Program Narrative

The program narrative is limited to 25 pages and should be developed in accordance with the application requirements set forth in the **WEEA** legislation and the selection criteria. Review the program statute carefully to ensure that you fully understand the purposes of the **WEEA** Program and the types of programs that can be supported under **WEEA**. Also, you should carefully review each selection criteria to ensure that your narrative addresses all of the elements of each criterion.

Some of the information that you provide in your narrative addressing the selection criteria may also serve as a "data source" for the **WEEA** Program's Performance Indicators. As you formulate your proposed project objectives and evaluation plans, it may be helpful to review the performance indicators to see how the program narrative that is referenced in the performance indicators may be aligned to specific **WEEA performance** indicator objectives. A copy of the performance indicators has been included in this application package for your information.

Part VI: Geographic Location and Type of Educational Institution

Give a precise location of the project or area to be served by the proposed project. Maps or other graphic aids may be attached. Briefly describe the type of educational institution where the project will be located or that will be served by the proposed project (i.e., level of education and whether it is an urban, rural, or suburban institution).

Part VII: Requirements Sheet

The application requirements in *Section 5204* of the **WEEA** statute (20 US. C 7234) must be addressed if an application is to be considered for funding. Indicate the **page(s)** and/or **section(s)** of the application where the information requested below can be found. Include this form as page two or as page two and three of the application. Applications for research and development grants are not required to address the **application** requirements described in paragraphs (e) through (g) on the Requirements Sheet..

NO GRANT MAY BE AWARDED UNLESS A COMPLETE APPLICATION HAS BEEN RECEIVED.

BE SURE TO SUBMIT ONE ORIGINAL AND TWO COPIES OF THE COMPLETED APPLICATION.

SELECTION SHEET

All applicants are required to indicate the type of grant submitted by marking the appropriate line below.

_____ Implementation Grant - For the implementation of gender equity programs in schools - Section 5203 (b)(2)(b) (20 U.S.C. 7233(b)(2)(A))

_____ Research and Development Grant to develop model equity programs - Section 5203 (b)(2)(B) (20 U.S.C. 7233(b)(2)(B))

**PROGRAM NARRATIVE INSTRUCTIONS FOR
IMPLEMENTATION GRANTS**

The program narrative for implementation grants should follow the order of the selection criteria given below.

SELECTION CRITERIA FOR IMPLEMENTATION GRANTS

The Secretary evaluates applications for implementation grants on the basis of the following criteria. The maximum possible score for each criterion is indicated in parentheses with the criterion. The Secretary awards up to 100 points for all of the criteria.

(1) Effectively Achieving the Purposes of WEEA (20) Points)

Under 34 CFR 75.209 and 20 U.S.C § 7235(a), the Secretary reviews each application to determine how well the Project will effectively achieve the purposes of the WEEA Program.

Note: Applicants should consider the following statutory provisions when responding to this criterion. Under 20 U.S.C. 7232, the purpose of the WEEA program is: (1) to promote gender equity in education in the United States; (2) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and (3) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited-English proficiency, disability, or age.

(2) Project as a component of a comprehensive plan (5) points)

Under 34 CFR 75.209 and 20 U.S.C. § 7235(a)(2)(C), the Secretary reviews each application to determine the extent to which the project is a significant component of a comprehensive plan for educational equity and compliance with title IX of the Educational Amendments of 1972 in the particular school district, institution of higher education, vocational-technical institution, or other educational agency or institution.

(3) Implementing an institutional change strategy (5) points)

Under 34 CFR 75.209 and 20 U.S.C. 7235(a)(2)(D), the Secretary reviews each application to determine the extent to which the project implements an institutional change strategy with long-term impact that will continue as a central activity of the applicant after the WEEA grant has been terminated.

(4) Need for Project (10 points)

Under 34 CFR 75.210, the Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors;

a. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

b. The extent to which the proposed project will enhance educational and career opportunities for those women and girls who suffer multiple forms of discrimination based on sex and race, ethnic origin, limited English-proficiency, disability, socioeconomic status or age.

(5) Significance (5 points)

Under 34 CFR 75.210, the Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the **following factors**:

a. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

b. The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

c. The **importance or magnitude of the results or** outcomes likely to be attained by the proposed project, especially improvements in employment, independent living, or both, as appropriate.

(6) Quality of the project design (15points)

Under 34 CFR 75.210, the Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified **and measurable**.

b. The **extent to which the design of the proposed** project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

c. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(7) Quality of project services (10 points)

Under 34 CFR 75.210, the Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

a. The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

b. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

(8) Quality of Project-Personnel (5 points)

Under 34 CFR 75.210, the Secretary considers the quality of the personnel **who will carry out the** proposed project. **In determining the quality of project** personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

a. The qualifications, including relevant training and experience, of the project director or principal investigator.

b. The qualifications, including relevant training and experience, of key project personnel.

c. The qualifications, including relevant training and experience, of project consultants or subcontractors.

(9) Adequacy of resources (5 points)

Under 34 CFR 75.210, the Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

a. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

b. The extent to which the budget is adequate to support the proposed project.

(10) Quality of the management plan (10 points)

Under 34 CFR 75.210, the Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

b. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed **project**.

c. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of

services, or others, as appropriate.

(11) Quality of the project evaluation (10 points)

Under **34 CFR 75.210**, the Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

a. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

b. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

c. The extent to which the methods of evaluation provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Note: Applicants should consider the following statutory provision when responding to this criterion. Under 20 U.S.C. 7234 (1), applicants for WEEA funds are required to set forth policies and procedures that will ensure a comprehensive evaluation of the grant activities, including **an evaluation of the practices**, policies, and materials **used by the applicant and an** evaluation or estimate of the continued significance of the work of the project following completion of the award period.

PROGRAM NARRATIVE INSTRUCTIONS FOR RESEARCH AND DEVELOPMENT GRANTS

The program narrative for research and development grants should follow the order of the selection criteria given below.

Selection Criteria for Research and Development Grants

The Secretary evaluates applications for research and development grants on the basis of the following criteria. The maximum possible score for each criterion is indicated in parentheses with the criterion. The Secretary awards up to 100 points for all of the criteria.

(1) Effectively Achieving the Purposes of WEEA (20 points)

Under 34 CFR 757209 and 20 U.S.C. § 7235(a), the Secretary reviews each application to determine how well the project will effectively achieve the purposes of the WEEA Program.

Note: Applicants should consider the following statutory provisions when responding to this criterion. Under 20 U.S.C. 7232, the purpose of the WEEA program is: (1) to promote gender equity in education in the United States; (2) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and (3) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited-English proficiency, disability, or age.

(2) Addressing multiple discrimination (5 points)

Under 34 CFR 75.209 and 20 U.S.C. § 7235(a)(2)(A), the Secretary review each application to determine the quality of the applicant's plan for addressing the needs of women **and girls of color and women and girls** with disabilities.

(3) Need for project (10 points)

Under 34 CFR 75.21C, the Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

a. The magnitude or severity of the problem to be addressed by the proposed project.

b. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(4) Significance (10 points)

Under 34 CFR 75.210, the Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

- a. The national significance of the proposed project.
- b. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.
- c. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(5) Quality of the project design (20 points)

Under 34 CFR 75.210, the Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- b. The extent to which the design of the proposed project is appropriate to, **and will successfully** address, the needs of the target population or other identified needs.
- c. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- d. The quality of methodology to be employed in the proposed project.

(6) Quality of Project Personnel (10 points)

Under 34 CFR 75.210, the Secretary considers the quality of the personnel **who will carry out the** proposed project. In **determining the quality of** project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

- a. The qualifications, including relevant training and experience, of the project director or principal investigator.
- b. The qualifications, including relevant training and experience, of key project personnel.
- c. The qualifications, including relevant training and experience, of project consultants or subcontractors.

(7) Adequacy of resources (5 points)

Under 34 CFR 75.210, the Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- a. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- b. The extent to which the budget is adequate to support the proposed project.

(8) Quality of the management plan (10 points)

Under 34 CFR 75.210, the Secretary considers the quality of the management plan for the proposed project. In **determining the quality of the** management plan for the **proposed project**, the Secretary considers the following factors:

- a. The adequacy of the management plan to achieve the objectives of the **proposed project** on time

and within budget, including **clearly defined** responsibilities, time lines, and milestones for accomplishing project tasks.

b. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

C. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business Community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

(9) Quality of the project evaluation (10 points)

Under 34 CFR 75.210, the Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

a. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

b. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

c. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Note: Applicants should consider the following statutory provision when responding to this criterion. Under 20 U.S.C. 7234 (1), applicants for WEEA funds are required to set forth policies and procedures that will ensure a comprehensive evaluation of the grant activities, including an evaluation of the practices, policies, and materials used by the applicant and an evaluation **or estimate of the** continued significance of the work of the **project following completion of the** award period.

Women's Education Equity Assistance			
Goal. To promote equity in education for women and girls in the United States			
Objective	Indicator	Sources and Next Update	Strategies

1. Promote gender equity in education to ensure that girls and women have educational opportunities comparable to those available to boys and men.	1.1 LEA implementation. Increasing percentages of LEAs will request information about and implement research-based curriculum, policies, and that ensure gender equity in education.	2.1 Annual Performance Reports, 2000, 2001, 2003.	o SIP staff will coordinate with the Resource center to disseminate current gender equity materials and resources, and technical assistance on their use
2. Promote training activities that prepare educators to meet the needs of women and girls, including those who suffer from multiple forms of discrimination (i.e., sex, race, ethnic origin, limited English proficiency, disability, or age).	2.1 Training strategies. Increasing numbers of educators served by the program will receive gender equity training, including training that deals with multiple forms of discrimination	2.1 Annual Performance Reports, 2000, WEEA Resource Center Report, 2000	o SIP staff will coordinate with the WEEA Resource Center to disseminate information on effective training techniques and promising practices for equity in education. o SIP will include training as a competitive priority in future grant applications.

DUNS Number Instructions

D-U-N-S No.: Please provide the applicant's **D-U-N-S** Number. You can obtain your **D-U-N-S** Number at no charge by calling **1-800-333-0505** or by completing a **D-U-N-S** Number Request Form. The form can be obtained via the Internet at the following **URL**:

<http://www.dnb.com/dbis/aboutdb/intlduns.htm>

The **D-U-N-S** Number is a unique nine-digit number that does not convey any information about the recipient. A built in check digit helps assure the accuracy of the **D-U-N-S** Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a **D-U-N-S** Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned **D-U-N-S** numbers to over 43 million companies worldwide.

APPLICATION REQUIREMENTS

Since the **application** requirements in section 5204 of the **WEEA** legislation (20 **U.S.C.** 7234) must be addressed in order for your application to be considered for financial assistance, please indicate the **page(s)** and/or section **(s)** of the application where the following information can be found. Include this form as pp. 2 and 3 of your application. Please note that applicants for research and development grants are not required to address the application requirements described in paragraphs **(e)** through **(g)** below:

- (A) Describe policies and procedures that will ensure a comprehensive evaluation of the grant activities, including an evaluation of the practices, policies, and materials used by the applicant and an evaluation or estimate of the continued significance of the work of the project following completion of the award period.

Page/Section

- (B) Where appropriate, demonstrate how **WEEA** funds will be used to promote the attainment of one or more of the National Education Goals.

Page/Section

If the applicant believes that this criterion does not apply, please state why below

- (C) Demonstrate how the applicant will address perceptions of gender roles based on cultural differences and stereotypes.

Page/Section

- (D) Where appropriate, describe how **WEEA** funds will be used in a manner that is consistent with programs under the **School-to-Work** Opportunities Act of 1994.

Page/Section

If the applicant believes that this criterion does not apply, please state why below.

- (E) Demonstrate how the applicant will foster partnerships and, where applicable, share resources with State educational agencies, local educational agencies, institutions of higher education, community-based organizations (including organizations serving women), parent, teacher, and student groups, businesses or other recipients of Federal educational funding which may include State literacy resource centers.

Page/Section

- (F) Demonstrate how parental involvement in the project will be encouraged.

Page/Section

- (G) Describe plans for continuation of the grant activities with local support following completion of the grant period and termination of Federal support under the **WEEA** program.

Page/Section

SECTION E

TRANSMITTAL INSTRUCTIONS AND CHECKLIST

APPLICATION TRANSMITTAL INSTRUCTIONS

Number of Copies.

To be considered for a grant, each applicant must submit a signed original and two additional copies of the grant application, including all attachments, to the application receipt point specified below. The original copy of the application must have an original signature signed in black ink. Each copy must be stapled in the upper left corner. All copies of the application must be submitted in a single package. **Do not submit audio or videotapes or CD Roms as part of the application, they cannot be evaluated during the review process.**

In addition to the three required copies, applicants are requested, but not required to submit a fourth copy of the application.

Closing Date.

For the grant programs in this announcement, applications must be received by the Department's Application Control Center not later than 4:30 p.m. Eastern Standard Time on February 14, 2000.

Mail Address.

Applications sent by mail should use the following address:

U.S. Department of Education
Application Control Center
Room 3633, ROB#3
Attention: CFDA# 84.083
Washington, D.C. 20202-4725

NOTE: Applications must be received in the Application Control Center by 4:30 P.M. (February 14, 2000). Applications received after 4:30 P.M. (February 14, 2000) will not be read.

Hand Delivery.

Applications to be hand-delivered should use the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA# 84.083
Room 3633
Regional Office Building #3
7th and D Streets, SW
Washington, D.C. 20202-4725

NOTE: Hand-delivered applications must be received by 4:30 P.M. (Washington, D.C. time) on February 14, 2000. Applications received after 4:30 P.M., February 14, 2000 will not be read. Applicants planning to use overnight delivery services are advised to send applications at least 48 hours in advance of the closing date. Applicants should also request written confirmation of delivery from the overnight service.

APPLICATION CHECK LIST

Does your application include the following?:

Cover Page (SF 424)

Budget Form (ED Form 524)

Itemized budget and other budget information

Program narrative (i.e. selection criteria and performance indicators)

Selection Sheet

Requirements Sheet (s)

the GEPA 427 Requirement

Assurances and Certifications

Assurances - Nonconstruction Programs

Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility
Matters-, and Drug-Free Workplace Requirements

Certification Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion - Lower
Tier Covered Transactions

Disclosure of Lobbying Activity

Have you:

Provided one original and two copies of the application

Included all required forms with original signatures and dates?

Submitted a copy of the application to the State Single Point of Contact? (If applicable)

Mail Application To:

WEEA Program

ATTN: CFDA No. 84-083

U.S. Department of Education

Application Control Center

7th and D Streets, SW, Room 3633

Washington, D.C. 20202-4725

SECTION F

OTHER IMPORTANT INFORMATION AND NOTICES

Notice to All Applicants (Section 427 of GEPA)

Executive Order 12372
State Single Points of Contact
Important Notice to Prospective Participants . . .
Grant Application Receipt Acknowledgment

Appendix

Intergovernmental Review of Federal Programs

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in this appendix.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# 84.083, U.S. Department of Education, room 7W301, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO

NOT SEND APPLICATIONS TO THE ABOVE

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, call

**U.S. Department of Education
Application Control Center
(202) 708-9493**

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page	http://ed.gov/	(WWW address)
	Gopher://goper.ed.gov/	(Gopher address)
OCFO Web Internet Page	http://OCFO.ed.gov/	(WWW address)